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ABSTRACT

A practicum addressed the problem of a lack of reading motivation among middle grade students. An activity based program for middle grade students which integrated reading, book reports, book presentations, computer programs, and a library skills program was developed. Subjects, 32 fifth grade and 33 sixth grade students enrolled in a computer reading program at a school serving a public housing development located in a large Midwestern city, spent one class period per week engaged in recreational reading activities. Students selected their own books, read them, made a presentation to the class, and completed a follow-up writing assignment on the book. Records of books read and the completed writing assignments were kept in student logs as well as in a computer data base. A library skills program was implemented in the second semester of the school year. Results of student surveys indicated that all of the students: (1) developed a more positive attitude toward independent reading; (2) each read at least 10 books throughout the school year; and (3) became familiar with and knowledgeable in library skills. (Nine tables of data are included; 51 references, survey instruments, the book report form, and student reading log forms are attached.) (RS)

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Increasing Middle Grade Students' Motivation to Read Independently Through Reading, Writing, and Data Base Programs

by

Susan M. Witry

Cluster XXIV

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
In Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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ABSTRACT

Increasing Middle Grade Students' Motivation to Read Independently Through Reading, Writing, and Data Base Programs. Witry, Susan M., 1989: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: Reading, Reading Instruction, Reading Attitudes, Reading Habits, Reading Programs, Recreational Reading, Independent Reading, Reading and Computers, Data Base Programs, Library Skills.

This practicum addressed the problem of a lack of motivation of middle grade students to read independently. Middle grade students generally know how to read but choose not to read in their leisure time. A review of the literature showed evidence of this problem and offered a variety of causes which included a lack of materials, a lack of time, and the lack of importance attached to reading for pleasure in the home and the school. The literature also offered solutions and activities that have proven successful in motivating middle grade students to read for pleasure.

The writer's goals were: (1) to effect a more positive attitude toward independent reading in the students; (2) to encourage each student to read a minimum of ten books throughout the implementation period; and (3) to have the students become familiar with and knowledgeable in library skills. In addressing these goals, the writer implemented an activity based program integrating reading, book reports, book presentations, computer programs, and a library skills program.

All of the students involved in the program met the objectives of the practicum. The results indicated that an integrated, activity based reading program and an emphasis on independent reading as a leisure activity were factors in motivating middle grade students to read for pleasure.

CHAPTER I

INTRODUCTION

Description of Community

The school system was located in a large Midwestern city. It was the largest school system in the state with approximately 450,000 students. The school in which the practicum took place had about 450 students and serviced a public housing development. The majority of the parents received public assistance benefits and almost all of the students were eligible for free federal breakfast and lunch programs.

The immediate area surrounding the school and the development was in a state of change. The community was being upgraded in a number of ways after years of neglect. A nearby area had become "hot" in terms of real estate development and building renovation. A middle class apartment complex had been proposed for a vacant parcel of land just two or three blocks away. A neighboring public housing development was vacated two years previously in order to rehab the apartments. The apartments had not been rehabbed to date and developers were toying with the idea of tearing down the buildings

and building multi-use, mixed types of housing on the site.

There had also been changes within the school community. Some of the smaller townhouse type buildings in the project had been experimenting with tenant-owner forms of living. Another group of tenants in one of the high-rise buildings had been attending classes and workshops on tenant-management techniques. A number of the parents were involved in these programs.

Several schools in the area had closed in the previous five or six years. The enrollment at the writer's school was quite low. It was anticipated that new housing and the general upgrading of the area would be factors in increased enrollment in the next few years.

The school was a K-8 elementary school with a teaching staff of thirty-one. Of these, twenty-five were Black and six were Caucasian. There were seven resource teachers, one physical education teacher, one library teacher, one counselor, and twenty-one classroom teachers. Several of the teachers had been at this school for over twenty years and the majority had been there over ten years. The teachers were aided by a support staff of seven, which included community service representatives and teacher aides.

Most of the students lived in single parent homes with the father absent from the household. The community was close in that almost all of the students had relatives living either in the same building or in one of the nearby buildings. Most of the parents had not worked in the past but were currently working in job training programs or going to school as a result of new federal regulations regarding housing and welfare recipients. The new regulations required parents to go to school or to work when their youngest child reached a certain age.

The school system itself was also undergoing some changes. A long teachers' strike in the beginning of the school year prompted a coalition of educators, parents, and elected officials to work together for reform in the schools. School-based management seemed to be the goal of the reform movement but specific objectives and changes had not yet been implemented.

Another aspect of the reform of the system was an overhaul of the school board. At the time of the practicum's implementation, an eleven member board oversaw the entire system. This board would be replaced by local school boards composed of parents, educators, and business leaders of the school communities.

The writer's school had an active parent council.

Several parents volunteered to work in the school on a regular basis. Others helped out in individual classrooms for field trips, special projects, etc. The council had input into budget proceedings, program selection, materials selection, and in setting the goals and objectives for each school year.

Classes were grouped according to standarized test scores, class ranking, and teacher recommendation. The first and fourth grades were supplemented by a government program funded under the federal Education Consolidation and Improvement Act (ECIA). In this program, the lowest scoring students in these grades were divided into small class sizes. The program paid the cost of an extra teacher and a teacher aide for each grade level and for supplementary equipment and/or supplies. The purpose of the reduced class size and the supplementary materials was to provide the students with the opportunity to move ahead and improve the test scores of the students.

Two government funded pull-out programs were available to the students. The first served second and third grade students in an eclectic remedial reading format. Forty children participated in this program. They worked with the teacher every day for a forty minute period.

The second pull-out program was for fifth through eighth grade students. This program used computer-based instruction to supplement the reading program in the regular classroom. One teacher and one teacher aide worked with eighty students a day in this program. The students attended every day for a forty minute session.

In addition to these programs and to the regular classrooms, the school had two behaviorally disordered rooms, two educably mentally handicapped rooms, one educably mentally handicapped resource teacher, and one learning disability resource teacher. A government-funded community service representative worked to insure communication between the school and the home. She visited homes, took care of problems such as sick children, lack of proper school clothing, lack of school supplies, and federal forms that parents must fill out for special programs such as the breakfast and lunch programs, various medical programs, and program evaluation forms.

Author's Work Setting and Role

The writer was brought up in this city. She graduated from both elementary and high schools of the system in which she was employed. She had an undergraduate degree in elementary education and a

master of education degree in language arts. She also held an administrative certificate issued by the state department of education.

The writer taught math and social studies in a private school for one year before joining the public school system. She had been with the public schools for fourteen years and at her current school for ten years. She taught first and second grade for many years and had been teaching the ECIA reading/computer pull-out program mentioned earlier for the last four years.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The Board of Education had emphasized recreational reading as an integral part of the basal reading program for the last few years. The rationale was that students must be given the opportunity to practice the reading skills that they had learned. Independent reading was the best means for the students to practice and refine their reading skills. Children's literature complemented and enriched the developmental programs used in the schools. Many educators believed that the amount of time spent in independent reading would indicate the amount of success the student would have in reading achievement.

The school had a full time librarian and the students attended library classes for a forty minute period each week. They were able to check books out from the library. In addition, the classrooms were equipped with classroom library sets which were available to the students every day. The local public library was within walking distance of the school. Most

of the students had a public library card as a result of a co-operative program between the libraries and the public schools in the fall of the school year.

The problem was that the middle grade students did not like to read for pleasure. They did not read independently and did not generally choose reading as a leisure activity. Many activities competed with reading for the students' time. Reading was often their last choice of things to do in their free time. Watching TV or videos, playing outside, completing written homework assignments, helping around the house, etc. were given more priority than reading in the evenings, on weekends, or during vacation times.

Unfortunately, reading was sometimes associated with punishments such as staying in the house or losing recess time in school. Students who finished their classwork early were told to "sit down and read a book". When parents wanted a quiet atmosphere in the house, the children were again told to "sit down and read". While perhaps well-intentioned, young people were not motivated to enjoy an activity they had to participate in for the convenience of their teachers or parents.

The students often did not see any value in reading. They did not relate to characters, themes, plots, etc. Anything that was not current was thought

of as old fashioned and a waste of time. This included historical and classical literature. They could not see any connection between their own lives and the lives of characters from another country, other ethnic groups, other times (past or future), or with different lifestyles.

The current emphasis on academic achievement, test scores and measurable objectives often pushed recreational reading aside in the course of the day. An effective and well balanced reading program would not only give students the skills for reading but also the desire to read. The literature strand of the reading program was designed to expose the students to literature and to interest the students in becoming readers for the sake of enjoyment.

In an ideal situation, the students would have been motivated to read and would have chosen reading to fill their leisure time. They would have shown an interest in particular authors, in certain subjects or types of books, and would have enjoyed reading independently.

Problem Documentation

The writer developed two surveys and a student reading log to document this problem. The surveys were given to a total of sixty-five fifth and sixth grade students. Of these, thirty-two were fifth graders and thirty-three were in sixth grade. A total of thirty-eight girls and twenty-seven boys were included. The students completed these surveys in the presence of the writer and therefore all of the surveys were completed and returned.

The writer first used a student questionnaire designed to determine the attitudes of the students toward independent reading and their personal reading habits (see Appendix A). This questionnaire contained both structured and open-ended questions and asked about student reading attitudes and behaviors both in the school and at home. The students were asked about books, magazines, and newspapers that they read. The open-ended questions asked what the students would tell young people about reading if they were parents or teachers.

Three questions referred to reading time in the classroom. Twelve students said that they did not have specific reading time in their own classrooms. Eighteen students indicated that they had reading time but that

they did not use the time to read. Thirty-one students read some of the time and four read most of the time. None of the students read all of the time during class reading sessions.

Four students indicated that they usually had a book ready to read when they had the time. Forty-four sometimes had a book ready and seventeen never had a book ready to read. When given free time in school, sixteen said they never used the time to read, forty-one sometimes used the time to read, eight read most of the time, and none of the students always used their free time for reading.

When asked what kinds of books they liked to read, the students gave a variety of answers. These included adventure stories, animal books, mysteries, science fiction, sports, poetry, stories about young people, and black history books. Forty-five titles were listed that the students had enjoyed reading. Eighteen students indicated that they enjoyed reading newspapers. Forty students sometimes liked to read newspapers and seven did not like to read newspapers at all. Twenty-three enjoyed reading magazines, thirty-seven sometimes read magazines, and five did not like to read magazines.

In response to questions concerning home reading habits, twenty-six students indicated that they did not

read at all at home. None of the students read for an hour or more at home everyday, nine read for 1/2 to one hour, eighteen read for fifteen to thirty minutes, and twelve read fifteen minutes or less. The complete survey results are found in Table 1.

Table 1

Survey of Student Attitudes Toward Reading Results

1. Sex

Female 38 Male 27

2. Age

11 7 12 32 13 26

3. Grade

5th 32 6th 33

4. What do you do when you have reading time in your classroom?

a) I do not have reading time in the classroom.

b) I do not read during reading time.

c) I read some of the time.

d) I read most of the time.

e) I read all of the time.

a. 12 b. 18 c. 31 d. 4 e. 0

5. Do you usually have a book ready to read?

   a) Never b) Sometimes c) Usually d) Always

   a. 17 b. 44 c. 4 d. 0

6. When you have free time at school, do you read?

   a) Never b) Sometimes c) Usually d) Always

   a. 16 b. 41 c. 8 d. 0

7. What kind of books do you like to read?

   Adventure stories 17

   Animal Books 16

   Mysteries 12

   Science Fiction 12

   Sports 10

   Poetry 6

   Stories About Young People 6

   Black History Books 6

8. Name a book you liked reading.

   45 titles were listed.

9. Do you like to read newspapers?

   a. Yes 18 b. No 7 c. Sometimes 40

10. Do you like to read magazines?

    a. Yes 23 b. No5 c. Sometimes 37

11. How much time do you spend reading at home everyday?

1 hour or more 0 1/2 to 1 hour 9

15 to 30 minutes 18 15 minutes or less 12

None 26

12. How much time do you spend watching TV everyday?

3 hours or more 4 2 to 3 hours 23

1 to 2 hours 33 Less than 1 hour 6

13. Do you ever take books out from the public library, the school library, or your classroom library?

Yes 31 No 8 Sometimes 26

14. If you were the teacher, what would you tell your class about reading?

Responses included:

Reading is important.

You must pass your reading tests.

You should read everyday.

Your homework is reading.

Check your reading score.

Read the directions.

If you finish your work, read a book.

You should check books out from the library.

Read the story and do a book report.

We have to read ten books this marking period.

15. If you were a parent, what would you tell your child about reading?

Responses included:

Reading is important.

If you read, you will know what to do.

You have to pass your reading test.

Read the paper.

Read it and see what it says.

Read and do your work.

Bring a book home from school.

Do your homework.

Read the directions.

No TV until you read that book.

Another survey (see Appendix B) looked at the amount of knowledge and familiarity the students had with the materials and resources found at the local public library. The survey asked about library habits in general, knowledge of using reference materials in the library, and familiarity with how to find materials by a particular author or on a certain subject.

The results of this survey showed that sixty-one of the sixty-five students had public library cards. Thirty-five of the students had not visited the library in the past month. Three students had been to the library more than five times and twenty-seven students

had been to the library four times or less in the past month. Forty-two students had not taken out any library books in the past month. Two students had taken out ten or more books and thirteen students had taken out ten or less books.

In response to questions concerning the location of materials in the library, thirty-nine students indicated that they did not know how to locate materials in the library. Forty-seven did not know how to use the card catalog. Fourteen students said they knew how to locate materials but only seven knew how to use the card catalog. Twenty-two had some knowledge of locating materials and eleven had some knowledge of using the card catalog. The complete results of the library survey are found in Table 2.

Table 2

Library Knowledge Survey Results

1. Do you have a library card?

   Yes 61 No 4

2. How many times have you been to the library in the past month?

   10 or more 0 5 to 10 3 4 11 3 8

   26 1 2 0 35

3. How many books have you taken out in the past month?

10 or more 2 5 to 10 13 1 to 5 8 None 42

4. Do you know how to locate materials in the library?

Yes 14 No 39 A little 22

5. Do you know how to use the card catalog?

Yes 7 No 47 A little 11

Causative Analysis

The problem of students not reading independently had several causes. These included a lack of encouragement to read, the lack of materials, unfamiliarity with the public library and programs, lack of vocabulary skills, and the short attention span of the students. Another cause was a lack of interest. Students were not motivated to read for pleasure.

The students involved were minority students living in a high rise public housing project. A very high percentage of the students lived in single family homes and were on public assistance. Financial resources were not readily available to the students and their families. There were usually not a lot of reading materials available to the students and they often did not have background experiences conducive to learning when they entered school. Learning often was not a priority for the families in the school. Many of the

parents were very young themselves and had not completed their own education. They often did not see education as important to them, and, although the parents wanted their children to do well, education was not seen as a beneficial goal. Other families were involved in the day to day struggle of surviving and did not tend to other needs beyond their immediate physical needs.

The students generally entered school at an academic disadvantage. Test scores were quite low throughout the school. As a result, the teachers were concerned with remedial work and class time was spent in direct instructional activities as teachers tried to complete the curriculum requirements with their classes. Thus, students were not always encouraged to read for pleasure either at home or in school. Recreational reading was seen as an extra that could be eliminated in consideration of other areas of study. Reading was not seen as important to the parents or to the teachers and therefore the students did not value reading as an important activity.

Lack of materials was another cause of this problem. Newspapers, magazines, and books were not always available in the students' homes. The school did not have a traditional library, but stored books in closets in the lunchroom. School library books were

limited in number, were not all available at all times, and were not checked out by the students on a regular basis. The local public library was within walking distance of the housing development but the students did not take advantage of the resources and programs available to them.

Another cause was simply lack of interest. Students were not interested in reading because they had not been exposed to activities designed to stimulate an interest in reading. They were not able to relate independent reading to other subject areas or to anything meaningful or practical in their lives.

The Related Literature

A review of the literature showed that much has been written about recreational reading. Many authors have written about the importance of recreational reading and the role it should play in the elementary school curriculum (Reitsma, 1983, Duffy & Roehler, 1982, Stanovich, 1986, Morrow, 1986). The current effective schools research found that in order to be better readers, students must read. According to Rosenshine and Stevens (1984) reading achievement in schools depended in part on the amount of reading done by the students. The more students read, the better readers

they would be. The research said that recreational reading should be considered an important part of any reading program.

Erazmus (1987) wrote that learning to read was the most important goal of school. The use of a recreational reading program helped in meeting this goal by allowing students to practice the skills learned in direct reading instruction. Anderson, Higgins, and Wurster (1985) found that reading that was interesting, easy, and fun helped students like reading and motivated them to continue reading.

Many classrooms did not have library corners or did not include planned literature activities as a part of the regular routine (Morrow, 1982). Students would read on their own more readily if reading materials were easily available to them. They know what the teacher sees as important and, in turn, the same things often become important to the students themselves.

There were many benefits that could be derived from independent leisure reading activities. Morrow (1987) wrote that recreational reading and success in school went hand in hand. Students who read on their own generally had high levels of reading achievement, comprehension, and vocabulary development. These students received higher scores on standardized

achievement tests and developed more sophisticated language structures than students who did not read.

Independent reading affected personal motivation in a positive manner in all subject areas. According to Neuman (1982) recreational reading encouraged the development of interests and provided students with the opportunity to acquire insights, knowledge, and a social awareness independent of the immediate environment. This was especially beneficial for poor students (Erazmus 1987). Reading helped students who had never been out of their own neighborhood to begin to understand the world around them. As students read about new things they would begin to make sense of the information and to remember it. Walberg and Tsai (1984) found a positive relationship between the frequency and amount of leisure reading and students' reading achievement.

Recreational reading helped students in many ways (Anderson, Higgins, & Wurster, 1985). It aided in the expansion of experiential background, provided practice in both decoding and in the use of context clues, and helped develop vocabulary skills. Students who were exposed to literature had more developed language structures than those who were not (L. M. Morrow, 1982). They generally accumulated background knowledge and had

an increased interest in reading.

Leisure reading fostered reading confidence, competence, and captivation in young people (Burgess, 1985). It built positive attitudes and opened the eyes of the reader to new worlds and ideas. Prior reading that students had done helped to develop background experiences for future reading (Cooper, 1986). Information from previous readings helped students activate their prior knowledge and background and allowed them to relate to various subjects or characters in stories. Carlsen (1980) wrote that reading interests were universal. Reading cut across academic and cultural lines and gave students a sense of learning and understanding of people and events.

One of the goals of reading professionals was the development of reading skills and the nurturance of reading as a lifelong activity (Neuman, 1986). Neuman felt that reading activities in general and leisure reading activities in particular had been declining over the past few years. In addition, educators were confronted by a fairly new problem where people knew how to read but chose not to read. Society offered a diversity of recreational activities. Reading was not a priority leisure activity for many students. Greaney (1980) studied the reading habits of fifth grade

students and found that reading ranked seventh of nine leisure activities. He found that even students who were able to read generally chose not to in their free time.

Barker (1986) also wrote of the decline of leisure reading among students. She cited passiveness, poor attention span, and lack of interest as causes of the problem. She felt that students of today did not have a literary background, but instead possessed a "re-run mentality" which was based on television's situation comedies and cartoons.

Many of the methods used to teach reading built negative feelings toward reading (Erazmus, 1987). There was a distinction between teaching reading skills and developing reading habits and interests. Many reading programs were skills oriented and spent a great deal of time on skillpak and workbook assignments. Students were not given the opportunity to use the skills they had learned.

According to Sanacore (1988) independent reading was important to the total reading program because it supported the premise that students learn to read by reading, and it encouraged a lifetime habit of reading. Unfortunately, educators were often so involved with the teaching of reading that opportunities to read were

neglected.

The attitudes, judgements and decisions by teachers shaped the instruction that went on in classrooms (Shavelson and Stern, 1981). In this way, teachers had a great deal of influence over what was taught.

Goodman (1987) wrote that basal readers and workbooks could turn poor students away from further reading or learning. Poor readers often did not relate to classroom learning tasks and did not perform well. They received poor grades and generally had a low self concept.

Teachers were often bound by institutional constraints and planned instruction according to what seemed important in the view of the publisher or the standardized test (Stern & Shavelson, 1983). Teachers taught to the test or to the objectives set forth by the school board or curriculum writers, often ignoring the needs of the students.

The attitude of students toward reading was related to their success with it (Howard, 1988). Motivation, desire to read, and exposure to materials needed to be focused upon by teachers. To overcome negative attitudes toward reading was a major task for teachers. This lack of motivation to read was frequently mentioned by teachers when speaking of students who had made

little progress in reading (Briggs, 1986). The student who was unmotivated had little concern about reading progress and may not have seen the value in learning to read, and did not see reading as important to him.

Schaudt (1983) also wrote that not enough reading practice time was allocated during the week. Rasinski (1988) felt that current approaches to the teaching of reading gave little consideration to the reader's purpose or choice for reading. Most purposes were set by the teacher or the authors of the materials. There was little thought given to the experiences students brought to reading.

A survey by Morrow (1985) found that teachers, principals, and parents ranked voluntary reading as the least important area of reading instruction. They indicated that voluntary reading activities were not a priority within the district as a part of the regular reading program. Money, space, and time were factors cited as hinderances to classroom activities supporting voluntary reading.

The home-school relationship and the home environment were also important aspects in the area of independent voluntary reading. First of all, Briggs (1986) cautioned that there may be physiological conditions that had an impact upon a student's

motivation to read. Some type of physical abnormality, such as a hearing or visual problem, could affect independent reading. Other problems may include dietary deficiencies or poor health in general.

An unfavorable home environment, especially an impoverished situation, was detrimental to reading (Briggs, 1986). The students' contact with printed material and parental interest, assistance, and reinforcement in the area of reading were important factors. The general attitude of the parents toward school was usually reflected in the student, whose whole attitude toward school affected motivation, progress, and achievement. A more positive attitude toward school and the individuals in the school would result in higher motivation and achievement.

Diverse family leisure times seemed to have an effect on leisure reading (Newman, 1986). Parents who involved their children in outings, lessons and activities, and who took responsibility for their children's interests, saw themselves as having influence over their children's activities. Parental encouragement of reading was an important factor in students' reading activities. Encouraging parents helped their children relate reading to everyday events. Reading then became an integral part of daily

activities.

Finn (1980) wrote that the average eighteen year old would have spent more time watching television than attending school. Television rivaled the family and the school as a major force in the lives of young people (Lehr, 1986). There was a need for both parents and educators to help students become selective and critical when dealing with both visual and print media. Good materials, properly presented to the students can encourage and motivate them to read and to enjoy reading as a leisure activity.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

Recreational reading was an important component of the reading program for elementary school students. It also was important for the students in terms of their own development to read independently and for pleasure. The goals of this practicum, therefore, were that the students would enjoy reading independently and that they would choose reading when given a choice of leisure activities.

Behavioral Expectations

At the end of the implementation period, the writer expected that the students would be more motivated to read and that they would choose independent reading in their free time more often than they did previously. The first behavioral objective measured a change in attitude reflecting a more positive attitude toward recreational reading.

The second behavioral objective was that the students would read a minimum of ten books throughout

the implementation period. The third objective measured familiarity with and use of the local public library.

1. Throughout an eight month implementation period, 58 of 65 students will demonstrate an improved attitude toward independent reading as shown by an increase in positive responses on a reading attitude survey give at the mid-point and at the end of the implementation period and compared with a pre-implementation survey. 80% of the responses will be more positive on the post-implementation survey.

2. Throughout an eight month implementation period, 58 of 65 students will have read a minimum of ten books. This will be evidenced by a data base compiled by the students. The data base will contain information about the books read by the students and also about the reports and stories they have written as follow-up activities.

3. Throughout an eight month implementation period, all 65 students will become familiar with and will have used the local public library. They will know where to find materials including fiction and nonfiction books, reference materials, and encyclopedias. They will know how to use the card catalog and the procedure for checking out books. This will be evidenced by a combined library survey and test on which each student will receive a minimum score of 80%.

Measurement of Objectives

The first objective, an improved attitude toward independent reading, was to be measured by a reading attitude survey. The survey was to be given at the mid-point and at the end of the implementation period. These results were to be compared with the pre-implementation survey.

The second objective, that each student would read a minimum of ten books, was to be measured by a data base compiled by the students. Each book read by the students was to be entered into the data base by the students.

The third objective measured library knowledge and procedures. This was to be measured by a combined library knowledge survey and test. The results were to be compared with a pre-implementation library survey.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Barker (1986) gave several ideas to motivate students to read. These included classroom discussions, in-class reading time, reading through art activities, film or VCR related activities, and writing activities. She felt that an important aspect of our job as teachers was to show our students that reading can be fun. Other suggestions of ways she had found to help motivate students to read included school and library tours and workshops, hands-on experiences at bookfairs, bookstores, and in the classroom, and special projects such as book jacket illustrations, story maps, acting out stories, etc.

Burgess (1985) encouraged her second to eighth grade students to read for ten minutes every day. Students kept a log of their daily reading materials and were rewarded with stickers, pencils, erasers, etc. A major reinforcer was a bulletin board with the pictures of the "Star Readers".

Neuman (1986) wrote of a strong relationship

between leisure reading and parental encouragement of reading. Encouraging parents helped make reading an integral part of daily activities by relating newspapers, magazines, and books to everyday events. Other activities that were positively related to reading included sports, hobbies, family activities, and trips and outings. Neuman felt that, while teachers may not have the ability to alter home situations or values, the knowledge of reading behaviors and interests could furnish the basis for instructional or motivational strategies.

Briggs (1986) gave several strategies to overcome the problem of non-reading students. First of all, it was important to use varied instructional methods and to consider the interests of the students when choosing materials. Students must feel accepted, get recognition, and be successful. They should play an active role in the learning process. This meant planning some of the activities and selecting options. Briggs also wrote of the importance of making the connection between the development of reading skills and the direction of motivation toward the academic goals of the students. Teachers must provide opportunities for students to develop and to practice skills. Briggs felt that reading, as any skill, was of value if the skill

could be put to practical use to gain satisfaction, independence, to receive recognition and approval, and to aid in problem solving.

Barker (1986) also offered several solutions for motivating students to read on their own. First of all, students must be familiar with the resources available to them. The most obvious of these were the classroom reading center, the school library, and the local public library. A second strategy included in-class reading time and in-class discussions. Classics should be included in these discussions and should be available for students to select as reading materials. Barker listed several types of projects to give students the opportunity to respond creatively to their reading. These included book jacket illustrations, time lines of events, dramatic re-writing of the story, re-writing the end of the story, and continuing the adventures of the main characters.

Sampson (1983) felt that literary experiences must be made pleasurable and that literature and books must be an important and natural part of the environment in order for students to develop positive attitudes toward reading. She felt that the role of the teacher was to plan experiences in which students would become aware of literature as a source for both affective and cognitive

development. She found success in actively planning for literary experiences and activities.

Sanacore (1988) suggested that independent reading in the content areas could be successful. He divided the school year into the four typical marking periods and devoted five weeks to independent reading for each subject area. For example, the social studies curriculum would consist of five weeks of independent reading and thirty-five weeks of conventional instruction. The teacher in this environment served as a role model for the students. During the independent reading module, both the students and the teacher read silently. This type of program demonstrated a genuine commitment to reading which was reflected in the attitudes and behaviors of those involved.

Richardson (1983) listed four strategies designed to stimulate student interest and insure success in the area of recreational reading. The first strategy was the provision of opportunities for students to see, hear, and share reading experiences. This was accomplished by modeling reading behaviors, by setting aside time for reading each day, and by responding to and discussing literary experiences. These activities placed independent reading in an important spot in the curriculum and in the students' lives.

The second strategy concerned what Richardson called the five finger test. A student selected a book for independent reading and read one page, holding up a finger each time he came to an unfamiliar word. If he held up five or more fingers, the book was probably too difficult for independent reading, and he selected another book. This method provided the student with a tool for selecting appropriate material which would insure success in reading.

The third strategy was to emphasize a topic that was of interest to the students in the content areas. Once interest was generated in a topic, students would be motivated to read independently on that subject.

The fourth strategy was a student book swap. The emphasis here was on sharing an enjoyed book with friends and classmates. Students were generally interested in books that their friends had enjoyed.

McVitty (1985) wrote of the differences in interests, abilities, backgrounds, and needs of young people. Each student learns in his own way and schools must make provisions for these differences. A teacher cannot satisfy the needs of every student at all times and must turn to alternative resources. One important resource was that of books and other printed materials. A good library would have a large range and supply of

childrens' books at all levels. These books could be promoted in a variety of ways, including personal recommendations, book introductions, an awareness of books concerning particular topics or themes, book displays, use of audio-visual equipment, student published books, and special class projects. The library should be an extension of the classroom. Once students were comfortable in the library, they were able to extend their knowledge independently through reading activities.

Bank (1986) used a table of reading interests to predict topics that that would be of interest to particular groups of students. He felt that this type of tool would be useful to teachers in selecting reading materials for students and in motivating them to read. He was successful in helping students select books that were of interest to them, thus motivating them to read on their own.

Morrow and Weinstein (1986) found that access to books increased reading. Students from homes in which books were available or classrooms with library corners read more than students without such availability to books. They also found that teacher directed literature activities in conjunction with scheduled quiet reading time was effective in motivating students to read.

Howard (1988) found that a new start in a climate conducive to self esteem was effective. Reading material must be offered that means something to the student. Trade books and magazines offering a variety of children's literature have been used successfully. Many students, especially in poverty areas, have few meaningful experiences. Providing some type of concrete experience gave the students something to talk and to read about. Independent reading helped these students build prior knowledge, to apply learned skills to text, to expand reading interests, and to develop a long term love of reading. If students are to have input into the reading process, the classroom structure must be flexible and adaptable to a variety of approaches and activities.

Description of Selected Solutions

The writer believed that, first of all, materials must be available to the students. She would depend on the resources of her own classroom library to begin with and then move to using the public library. In this way, the students would always have access to reading materials, including weekends, vacations, etc. She felt that these students fell into the category of those who knew how to read, but chose not to. Therefore, she

incorporated strategies to motivate the students throughout the implementation.

The writer began by designating one class period each week for each grade level as a reading time. She began by reading to and with the students. As they grew more comfortable, the time was used more and more for silent independent reading.

Students left on their own generally would not select a wide variety of high quality literature. Without guidance, their free choices often narrowed to one or two types of literature. The result is that they would not be exposed to or given the opportunity to enjoy various types of writing. The writer broadened the students' interests by choosing the first few selections. The writer also employed a variety of techniques to stimulate interest in the selections. These included oral reading, discussion, creative dramatics, choral speaking, oral student reports, audio visual aids, art and music activities, and tasting sessions using foods from the books.

Writing complements and extends reading skills. A quality reading program should lead naturally to a quality writing program. Writing provides motivation for students to extend a story line or theme through writing. The students completed a follow-up writing

project after each book. They had a choice of writing a book report, continuing the adventures of the characters of the story, or using the theme of the story in another setting. An added benefit was that the students' writing provided more reading materials for independent reading.

Student reading logs kept the students on track and gave them a record of their progress. Logs also made it easier for students to recognize patterns and interests in their own reading habits. The writer monitored the logs and rewarded students along the way with stickers, bulletin board recognition, etc.

The students were very motivated in their school computer class which was taught by the writer. They had been receptive to content area subjects which had been integrated into the computer curriculum. The writer capitalized on this interest and incorporated the recreational reading done by the students into a data base project using the Appleworks program. The students designed a data base field and entered information after each reading selection. They also entered information for their own stories into the data base.

Report of Action Taken

The solution to the problem of the lack of motivation among middle grade students to read independently involved thirty-two fifth graders and thirty-three sixth grade students. They were in the writer's ECIA computer reading program and had been identified as being one to two years behind grade level as determined by standardized test scores.

The students filled out a teacher made questionnaire (see Appendix A) designed to measure their attitudes toward reading. A second survey measured the student's general knowledge of the public library and their visiting and book borrowing habits (see Appendix B).

The writer designated one class period per week for each group as recreational reading time. The goals and objectives of the program were discussed with the students. Each was given a reading folder containing log sheets (see Appendix C) and writing paper. The students would record everything they read in the group or on their own throughout the implementation period. The writer explained that everyone would begin working together and that she had selected the first book.

The computer classroom had two robots which could be programmed by computer to walk and to talk. The

students were familiar with robots and their potential for future use. The writer wanted to begin with what the students already knew and had experienced. Using their knowledge, she initiated a discussion about robots and guided the students to talk about technology and robots in the workplace.

The group then went on to the first selection, a play titled "Robot Restaurant" by Megan Stein and H. William Stein. Two robots worked as waiters in a restaurant and, through a series of mishaps, insulted the customers, broke the dishes, ruined the food, and finally were fired from their jobs. After reading the play, the students broke up into smaller groups and acted the roles. Some used the robots and others performed the parts of the robots. Two of the groups put on the play for some of the primary grade classrooms.

In keeping with the idea of working from the perspective of the students' experiences, the writer gave a follow up writing assignment that the students could relate to based upon their own classroom experiences. They could select a topic from the following: a robot as your teacher, as the gym teacher, library teacher, computer teacher, or as the principal. The students wrote individual stories using the Bank

Street Writer word processing program. Several copies of each story were printed and made available to the rest of the group as recreational reading materials.

The second book selected by the writer was "James and the Giant Peach" by Ronald Dahl. This was a make-believe adventure story involving a boy named James and an assortment of animal friends and their adventures while traveling inside a peach. The writer made peaches the theme of this book and invited the students to bring in some type of food having to do with peaches. The snacks brought in included canned peaches, fresh peaches, peach pie, cake with peach topping, biscuits with peach jam, and fruit flavored life savers.

The writer read the first half of the book orally to the students. She then obtained a classroom set of the book and encouraged the students to finish the story independently. For the follow-up writing activity, the students had a choice of writing the continuing adventures of James and his friends or a narrative describing life in a peach pit house. The students could work independently or in small groups of two or three. The writer found that the students were very excited about writing these stories and sharing their completed work with the rest of the group. Several students who were proficient in art were pressed into

service to illustrate some of the stories.

In conjunction with these activities, the writer set aside an area in the classroom for reading activities. She gathered several classroom library sets as well as many individual titles. She tried to include all types of literature at various reading levels. The students were encouraged to begin taking books out and to record books they had completed in their reading logs.

One of the objectives of the computer literacy curriculum was that students would have experience setting up and manipulating data in a data base. The students had already had some experience with data bases and had set up simple data bases in class. The writer explained the data base portion of the program to the students and asked for their input regarding the fields of the data base (see Appendix D). The students decided upon entries they felt would provide important information for the data base and entries that others might use when looking for particular types of books.

Using the Appleworks Data Base program, the students began typing their entries into the data base. These entries included both the books they had read and the follow-up stories they had written.

The writer had planned, at this point, to select

another book from the classroom collection and again read the first part orally to the students and allow them to finish the story independently. However, the students had been looking through the books and were ready to select their own books. Each student checked out a book and the writer read a short portion of each book. In this way, the writer hoped to arouse increased interest in each student for the book selected and also to motivate other students to want to read the book at a later time.

The written assignment for this book was a book report form (see Appendix E). The writer also told the students she wanted them to present their book to the class when they had finished reading it. Their purpose would be to make the book sound as interesting as they could so that others would want to read it. They could do anything they wanted to do to promote the book within a two minute time limit.

This challenge was very exciting to the group and they were extremely creative in their presentations. Several brought food items that had been prominent in their stories and talked about the books while the group snacked. Other students expressed themselves through art activities. One sixth grader drew mini posters of the setting, characters, plot sequences, and the happy

ending. Others made science fair types of displays, using large posterboard pieces and drawings to show the story. One group of five students who had chosen the same book wrote and performed a play illustrating an episode of the book. One student used The Print Shop computer program to illustrate his book report and class presentation.

The students were more motivated to read some of the books after the presentations. As each student finished reading a book, completed the written assignment, and did some type of presentation, he was able to select another book. Records were kept in the student logs and in the data base. The writer monitored the student logs on a regular basis and awarded each student with a sticker for each book recorded in the log.

As the data base started to grow, the writer taught the students to sort information and to look for particular types of information in the data base. For example, a student might look for a book by a particular author, on a particular subject, or for recommendations from other students.

At the end of the fourth month, the mid-point of the program, the writer administered a survey of student attitudes toward reading. The writer wanted to see if

the enthusiasm of the first part of the implementation period would extend for the entire program. The writer also felt that changes in the program could be make at this time if warranted by the survey results.

The surveys indicated that the students were quite motivated at this point and so the writer did not make any changes in the reading schedule. While keeping one class period each week for recreational reading time, the writer added a library study unit to the program. The first activity was a visit to the local public library.

The writer made an appointment with the children's librarian to discuss the goals of the program and to enlist the assistance of the library staff. She then planned two trips to the library with the students. She divided the entire group into two smaller groups so that they would be able to look around more freely and to talk with the librarians on duty.

The students became familiar with the physical layout of the library. They were pleased to find many books that they were familiar with and were excited by the array of titles and authors available. In addition, the students learned the location of various reference materials and had a short review of the computerized card catalog system. The students looked up books they

were familiar with by author, title, and subject. Then they located those books on the shelves. The writer encouraged the students to practice locating other books. Those with library cards were able to check out books and those without cards were given applications.

At this time, the writer began devoting one more class period each week to the program for a library skills unit (see Appendix F). The students had enjoyed going to the library and would now start taking books from the library. The writer believed that familiarity with the library and competence in library skills would motivate the students to continue to use the library and to take advantage of the programs and services offered through the library.

The writer began with the card catalog. The writer covered both the traditional card catalog used in the school library and the computerized microfilm system used by the public libraries. The writer reviewed the microfilm catalog the students had used at the library and showed samples of cards in the card catalog. The writer planned several activities centering around the ability to locate information and find books.

The writer also planned activities to acquaint the students with different types of reference materials that were available for their use at the library. These

included dictionaries, encyclopedias, almanacs and atlases.

As the program continued, the writer allowed the students to develop their own ideas and to use their own resources in doing follow up reports and projects. Their work included computer generated crossword puzzles, word searches, drawings, collages, dioramas, posters, plays, rap songs, and a group bulletin board book case where the group outlined a bookcase and filled the bookcase with construction paper jackets of the books they had read.

The culminating activity was a large collage displayed in the school hallway. Each student contributed one or two items which were either visual displays of their books or general pictures promoting reading. The collage provided a pictoral overiew of the reading program.

The reading program in place throughout the implementation period began in the second semester of the school year and carried over through the summer program. The writer was able to select her own students from the fifth and sixth grade classrooms and so the change from the regular school year to the summer program did not affect the reading program.

Eighteen of the sixty-five students did not attend

the summer program. The writer knew in advance that they would not be in attendance, and conferred with them before the end of the regular school year. They wanted to remain in the program and were able to do so by reading on their own throughout the summer months. They turned in their projects, logs, and writing assignments on their first day back in the fall. They also added their summer entries to the data base and presented their books to the other students at that time.

The writer presented each student with a certificate of reading achievement (see Appendix G) for participating in and completing the program. The stories written by the students were bound into notebooks. One copy was given to each student and one was put into the writer's room collection of reading materials. The data base was put into the writer's classroom collection of software material for future use by the students.

A reading attitude post implementation questionnaire was completed by the students. The results of the post-implementation survey were analyzed and compared with the results of the previous surveys.

The students also completed a combined library knowledge survey and skills test (see Appendix H). The survey results were compared with the pre-implementation

survey results and the test was graded by the writer. The surveys and test results were analyzed by the writer and the success of the practicum was determined.

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS

Results

The first objective, an improved attitude toward independent reading, was measured by a reading attitude survey which was given at the beginning, the mid-point, and at the end of the implementation period. The specific objective, "throughout an eight month implementation period, 58 of 65 students will demonstrate an improved attitude toward independent reading as shown by an increase in positive responses on a reading attitude survey", was met by all of the students.

The results of the mid-point survey and the final survey were close. This indicated to the writer that the students were motivated to continue the entire program and that the reading habits they were acquiring were becoming long term. Table 3 shows the results of the mid-point survey of student attitudes toward reading.

Table 3

Mid-point Survey of Student Attitudes Toward Reading Results

1. Sex

   Female 38 Male 27

2. Age

   11 7 12 32 13 26

3. Grade

   5th 32 6th 33

4. What do you do when you have reading time in your classroom?

   a) I do not have reading time in the classroom.

   b) I do not read during reading time.

   c) I read some of the time.

   d) I read most of the time.

   e) I read all of the time.

   a. 0 b. 6 c. 25 d. 34 e. 5

5. Do you usually have a book ready to read?

   a) Never b) Sometimes c) Usually d) Always

   a. 0 b. 13 c. 41 d. 11

6. When you have free time at school, do you read?

   a) Never b) Sometimes c) Usually d) Always

   a. 0 b. 16 c. 41 d. 8

7. What kind of books do you like to read?

Plays 26

Adventure stories 20

Animal Books 18

Mysteries 15

Science Fiction 15

Stories About Yound People 15

Sports 12

Fairy Tales, Fables, Folk Tales, etc. 7

Poetry 7

Black History Books 6

Biographies 6

Non-Ficton 6

8. Name a book you liked reading.

70 titles were listed.

9. Do you like to read newspapers?

a. Yes 27 b. No 5 c. Sometimes 32

10. Do you like to read magazines?

a. Yes 31 b. No0 c. Sometimes 34

11. How much time do you spend reading at home everyday?

1 hour or more 0 1/2 to 1 hour 12

15 to 30 minutes 24 15 minutes or less 23

None 6

12. How much time do you spend watching TV everyday?

3 hours or more 4 2 to 3 hours 19

1 to 2 hours 35 Less than 1 hour 7

13. Do you ever take books out from the public library, the school library, or your classroom library?

Yes 33 No 8 Sometimes 24

14. If you were the teacher, what would you tell your class about reading?

Responses included:

Reading is important.

You must pass your reading tests.

You should read everyday.

Your homework is reading.

Check your reading score.

Read the directions.

If you finish your work, read a book.

You should check books out from the library.

Read the story and do a book report.

We have to read ten books this marking period.

15. If you were a parent, what would you tell your child about reading?

Responses included:

Reading is important.

If you read, you will know what to do.

You have to pass your reading test.

Read the paper.

Read it and see what it says.

Read and do your work.

Bring a book home from school.

Do your homework.

Read the directions.

No TV until you read that book.

The writer added several questions to the final survey. This was to reflect the students' additional knowledge as well as to further assess their interest in reading for enjoyment. The results of the of the post-implementation survey of student attitudes toward reading are found in Table 4.

Table 4

Post-Implementation Survey of Student Attitudes Toward Reading Results

1. Sex

Female 38 Male 27

2. Age

11 7 12 32 13 26

3. Grade

5th 32 6th 33

4. What do you do when you have reading time in your classroom?

a) I do not have reading time in the classroom.

b) I do not read during reading time.

c) I read some of the time.

d) I read most of the time.

e) I read all of the time.

a. 0 b. 2 c. 14 d. 38 e. 9

5. Do you usually have a book ready to read?

a) Never b) Sometimes c) Usually d) Always

a. 0 b. 9 c. 40 d. 17

6. When you have free time at school, do you read?

a) Never b) Sometimes c) Usually d) Always

a. 0 b. 19 c. 36 d. 10

7. What kind of books do you like to read?

Plays 33

Adventure stories 26

Animal Books 19

Mysteries 19

Science Fiction 15

Stories About Young People 14

Sports 14

Fairy Tales, Fables, Folk Tales, etc. 11

Poetry 8

Black History Books 8

Biographies 8

Non-Ficton 7

8. Name a book you liked reading.

130 titles were listed.

9. Do you like to read newspapers?

a. Yes 28 b. No 5 c. Sometimes 31

10. Do you like to read magazines?

a. Yes 33 b. No0 c. Sometimes 32

11. How much time do you spend reading at home everyday?

1 hour or more 0 1/2 to 1 hour 16

15 to 30 minutes 30 15 minutes or less 15

None 4

12. How much time do you spend watching TV everyday?

3 hours or more 3 2 to 3 hours 18

1 to 2 hours 33 Less than 1 hour 11

13. Do you ever take books out from the public library, the school library, or your classroom library?

Yes 56 No 0 Sometimes 9

14. If you were the teacher, what would you tell your class about reading?

Responses included:

Reading is important.

You must pass your reading tests.

You should read everyday.

Your homework is reading.

Check your reading score.

Read the directions.

If you finish your work, read a book.

You should check books out from the library.

Read the story and do a book report.

We have to read ten books this marking period.

Reading is fun.

Reading is enjoyable.

You will like this book.

15. If you were a parent, what would you tell your child about reading?

Responses included:

Reading is important.

If you read, you will know what to do.

You have to pass your reading test.

Read the paper.

Read it and see what it says.

Read and do your work.

Bring a book home from school.

Do your homework.

Read the directions.

No TV until you read that book.

16. Did your reading habits increase as a result of the reading program?

Yes, a lot 47 Yes, a little 18 No 0

17. Are you more interested in reading on your own as a result of the reading program?

Yes, a lot 49 Yes, a little 16 No 0

18. Did you enjoy participating in this program?

Yes, a lot 63 Yes, a little 2 No 0

19. Does reading seem more fun to you after being in the program?

Yes, a lot 55 Yes, a little 10 No 0

20. Would you be interested in continuing this program?

Yes 65 No 0

The results of these surveys showed that the students were reading more during their leisure time. In response to the question, "what do you do when you have reading time in the classroom?" both the mid-point and the final survey indicated that the students were spending more time in reading activities. The pre-implementation survey showed that twelve students did not have reading time in the classroom at all and that eighteen students had reading time in class but did not use that time for reading. On both the mid-point and the final survey, all of the students responded that they did have reading time in class throughout the day. The number of students who did not read during reading time dropped from eighteen to six and then to two. Responses indicating that students read most or all of the time during classroom reading time increased from four to thirty-nine and then to forty-seven.

On the pre-implementation survey, seventeen

students indicated that they never had a book ready to read. This number dropped to zero by the middle of the implementation period. Only four respondents said they usually or always had a book ready to read at the beginning of the implementation period. This number increased to fifty-two at the mid-point and to fifty-seven at the end of the implementation period.

In response to the question, "do you ever take books out from the public library, the school library, or the classroom library?", thirty-one students responded yes, eight said no, and twenty-four said sometimes on the pre-implementation survey. The mid-point survey was essentially the same, but the final survey, given after the library skills unit, showed that fifty-six students were taking books out on a regular basis and nine sometimes took books out. None of the students responded that they did not take books out.

The mid-point and final surveys also showed that the students were reading more at home, watching TV less, and were reading newspapers and magazines as well as books on a more regular basis. On the questions asking what the students would tell their own children or students about reading if they were a parent or teacher, many students gave responses such as "reading is fun", "reading is enjoyable, or "you will like this

book." Although many of these responses were similar on the surveys, the writer felt that the responses were generally indicative of changes in attitudes among the students in regard to reading for enjoyment.

The writer compared the responses of the post-implementation survey with both the mid-point and the pre-implementation surveys of student attitudes toward reading. The comparisons showed a progression of positive habits and attitudes among the students in the area of reading for pleasure throughout the implementation period. The complete comparisons are found in Tables 5 and 6.

Table 5

Comparison of Mid-point Survey and Post-implementation Student Attitude Toward Reading Survey Results

KEY MP = Mid-point survey results

PI = Post-implementation survey results

1. Sex

   Female 38 Male 27

2. Age

   11 7 12 32 13 26

3. Grade

5th 32 6th 33

4. What do you do when you have reading time in your classroom?

a) I do not have reading time in the classroom.

b) I do not read during reading time.

c) I read some of the time.

d) I read most of the time.

e) I read all of the time.

MP a. 0 b. 6 c. 25 d. 34 e. 5

PI a. 0 b. 2 c. 14 d. 38 e. 9

+/- 0 -4 -9 +4 +4

5. Do you usually have a book ready to read?

a) Never b) Sometimes c) Usually d) Always

MP a. 0 b. 13 c. 41 d. 11

PI a. 0 b. 9 c. 40 d. 17

+/- 0 -4 -1 +6

6. When you have free time at school, do you read?

a) Never b) Sometimes c) Usually d) Always

MP a. 0 b. 16 c. 41 d. 8

PI a. 0 b. 19 c. 36 d. 10

+/- 0 +3 -5 +2

7. What kind of books do you like to read?

Plays MP 26 PI 33 +7

Adventure stories MP 20 PI 26 +6

Animal Books MP 18 19 +1

Mysteries MP 15 19 +4

Science Fiction MP 15 PI 15 0

Stories About Young People

MP 15 PI 14 -1

Sports MP 12 PI 14 +2

Fairy Tales, Fables, Folk Tales, etc.

MP 7 PI 11 +4

Poetry MP 7 PI 8 +1

Black History Books MP 6 PI 8 +2

Biographies MP 6 PI 8 +2

Non-Ficton MP 6 PI 7 +1

8. Name a book you liked reading.

MP 70 titles were listed.

PI 130 titles were listed.

+40

9. Do you like to read newspapers?

MP a. Yes 27 b. No 5 c. Sometimes 32

PI a. Yes 28 b. No 5 c. Sometimes 31

+/- +1 0 -1

10. Do you like to read magazines?

MP a. Yes 31 b. No 0 c. Sometimes 34

PI a. Yes 33 b. No 0 c. Sometimes 32

+/- +2 0 -2

11. How much time do you spend reading at home everyday?

MP 1 hour or more 0 1/2 to 1 hour 12

15 to 30 minutes 24 15 minutes or less 23

None 6

PI 1 hour or more 0 0

1/2 to 1 hour 16 +4

15 to 30 minutes 30 +6

15 minutes or less 15 -8

None 4 -2

12. How much time do you spend watching TV everyday?

MP 3 hours or more 4 2 to 3 hours 19

1 to 2 hours 35 Less than 1 hour 7

PI 3 hours or more 3 -1

2 to 3 hours 18 -1

1 to 2 hours 33 -2

Less than 1 hour 11 +4

13. Do you ever take books out from the public library, the school library, or your classroom library?

Yes 33 No 8 Sometimes 24

Yes 56 No 0 Sometimes 9

+/- +23 -8 -15

14. If you were the teacher, what would you tell your class about reading?

Responses included:

Reading is important.

You must pass your reading tests.

You should read everyday.

Your homework is reading.

Check your reading score.

Read the directions.

If you finish your work, read a book.

You should check books out from the library.

Read the story and do a book report.

We have to read ten books this marking period.

Additional Responses:

Reading is fun.

Reading is enjoyable.

You will like this book.

15. If you were a parent, what would you tell your child about reading?

Responses included:

Reading is important.

If you read, you will know what to do.

You have to pass your reading test.

Read the paper.

Read it and see what it says.

Read and do your work.

Bring a book home from school.

Do your homework.

Read the directions.

No TV until you read that book.

Table 6

Comparison of Pre- and Post-implementation Student Attitude Toward Reading Survey Results

1. Sex

Female 38 Male 27

2. Age

11 7 12 32 13 26

3. Grade

5th 32 6th 33

4. What do you do when you have reading time in your classroom?

a) I do not have reading time in the classroom.

b) I do not read during reading time.

c) I read some of the time.

d) I read most of the time.

e) I read all of the time.

PRE a. 12 b. 18 c. 31 d. 4 e. 0

POST a. 0 b. 2 c. 14 d. 38 e. 9

+/- -12 -16 -17 +34 +9

5. Do you usually have a book ready to read?

a) Never b) Sometimes c) Usually d) Always

PRE a. 17 b. 44 c. 4 d. 0

POST a. 0 b. 9 c. 40 d. 17

+/- -17 -35 +36 +17

6. When you have free time at school, do you read?

a) Never b) Sometimes c) Usually d) Always

PRE a. 16 b. 41 c. 8 d. 0

POSTa. 0 b. 19 c. 36 d. 10

+/- -16 -22 +28 +10

7. What kind of books do you like to read?

Plays PRE 0 POST 33 +33

Adventure stories PRE 17 POST 26 +9

Animal Books PRE 16 POST 19 +3

Mysteries PRE 12 POST 19 +7

Science Fiction PRE 12 POST 15 +3

Stories About Young People

PRE 6 POST 14 +14

Sports PRE 10 POST 14 +4

Fairy Tales, Fables, Folk Tales, etc.

PRE 0 POST 11 +11

Poetry PRE 6 POST 8 +2

Black History Books PRE 6 POST 8 +2

Biographies PRE 0 POST 8 +8

Non-Ficton PRE 0 POST 7 +7

8. Name a book you liked reading.

PRE 70 titles were listed.

POST 130 titles were listed.

+60

9. Do you like to read newspapers?

PRE a. Yes 18 b. No 7 c. Sometimes 40

POST a. Yes 28 b. No 5 c. Sometimes 31

+/- +10 -2 -9

10. Do you like to read magazines?

PRE a. Yes 23 b. No 5 c. Sometimes 37

POST a. Yes 33 b. No 0 c. Sometimes 32

+/- +10 -5 -5

11. How much time do you spend reading at home everyday?

PRE 1 hour or more 0 1/2 to 1 hour 9

15 to 30 minutes 18 15 minutes or less 12

None 26

POST 1 hour or more 0 0

1/2 to 1 hour 16 +7

15 to 30 minutes 30 +12

15 minutes or less 15 +3

None 4 -8

12. How much time do you spend watching TV everyday?

PRE 3 hours or more 4 2 to 3 hours 23

1 to 2 hours 33 Less than 1 hour 6

POST 3 hours or more 3 -1

2 to 3 hours 18 -5

1 to 2 hours 33 0

Less than 1 hour 11 +5

13. Do you ever take books out from the public library, the school library, or your classroom library?

PRE Yes 31 No 8 Sometimes 26

POST Yes 56 No 0 Sometimes 9

+/- +25 -8 -17

14. If you were the teacher, what would you tell your class about reading?

Responses included:

Reading is important.

You must pass your reading tests.

You should read everyday.

Your homework is reading.

Check your reading score.

Read the directions.

If you finish your work, read a book.

You should check books out from the library.

Read the story and do a book report.

We have to read ten books this marking period.

Additional Respsonses:

Reading is fun.

Reading is enjoyable.

You will like this book.

15. If you were a parent, what would you tell your child about reading?

Responses included:

Reading is important.

If you read, you will know what to do.

You have to pass your reading test.

Read the paper.

Read it and see what it says.

Read and do your work.

Bring a book home from school.

Do your homework.

Read the directions.

No TV until you read that book.

The students also completed a combined library knowledge survey and test (see Appendix H). The library survey results are found in Table 7. The comparison of the pre-implementation and post-implementation library survey results is found in Table 8.

Table 7 Post-implementation Library Survey Results

1. Do you have a library card?

Yes 65 No 0

2. How many times have you been to the library in the past month?

10 or more 18 5 to 10 17 4 21 3 6

23 1 0 0 0

3. How many books have you taken out in the past month?

10 or more 8 5 to 10 29 1 to 5 28 None 0

4. Do you know how to locate materials in the library?

Yes 65 No 0 A little 0

5. Do you know how to use the card catalog?

Yes 65 No 0 A little 0

Table 8

Comparison of Pre- and Post-implementation Library Survey Results

1. Do you have a library card?

PRE Yes 61 No 4

POST Yes 65 No 0

+/- +4 -4

2. How many times have you been to the library in the past month?

PRE 10 or more 0 5 to 10 3 4 11 3 8
26 1 2 0 35

POST 10 or more 18 5 to 10 17 4 21 3 6
23 1 0 0 0

+/- 10 or more +18
5 to 10 +14
4 +10
3 -2
2 -3
1 -2
0 -35

3. How many books have you taken out in the past month?

PRE 10 or more 2 5 to 10 13 1 to 5 8 None 42

POST 10 or more 8 5 to 10 29 1 to 5 28 None 0

+/- +6 +16 +20 -42

4. Do you know how to locate materials in the library?

PRE Yes 14 No 39 A little 22

POST Yes 65 No 0 A little 0

+/- +51 -39 -22

5. Do you know how to use the card catalog?

PRE	Yes	7	No 47	A little	11
POST	Yes	65	No 0	A little	0
+/-		+58	-47		-11

The test was graded by the writer. The test results were excellent in that several students received a score of 100 and the minimum score received was 80. The writer felt that these scores indicated that the students were interested in the library skills unit and had been motivated to learn the material presented. The complete library test grade results are shown in Table 9.

Table 9

Library Test Grade Results

GRADE	# OF STUDENTS
100	13
98	6
96	7
94	4
92	6
90	8
88	11
86	3
84	1

82	4
80	2
78 or below	0

Conclusions

The first two objectives of this practicum were concerned with improved attitudes toward independent reading and the reading of a minimum of ten books. Several methods were used to motivate the students and to make recreational reading a fun activity as opposed to an assignment.

The results of the practicum supported the views of Fredericks (1982) in that students exposed to various reading activities beyond the realm of the textbook were apt to develop more positive attitudes toward reading. The writer found that the activities planned throughout the program were motivating and that the students enjoyed both reading on their own and planning and executing follow-up activities. The writer began the program by selecting the first books and planning the follow-up activities. Oral reading to the students was very important at the beginning stage of the implementation period. Koeller (1981) wrote that more teachers should read aloud in all grades and that good books should then be available to tempt the students to

read. Lauritzen (1982) praised oral reading in that the teacher modeled a certain type of reading behavior which the students would imitate. Mendoza (1985) reported survey results showing that approximately seventy-four percent of elementary students admitted that they enjoyed having the teacher read orally to them.

Throughout the implementation period the writer solicited ideas from the students in terms of activities and encouraged them to make reading fun for themselves. The results of this aspect of the program supported the findings of authors who contended that students would learn and be more motivated if they were involved in the planning of the activities. Blanton, Moorman, and Wood (1986) wrote that modeling by the teacher involved making reading skills more concrete and visible. This could be achieved through the use of bulletin boards relating to various reading topics, designing creative projects, verbalizing ideas for projects under study, and including students in the planning procedure for various activities.

Brozo and Tomlinson (1986) wrote that students' previous successes should be used as a starting point and a motivator for further success. The writer agreed and started with where the students were and with what they already knew and then moved on from that point.

The activities were successful because they were planned together, they were creative, and they allowed for a variety of learning modalities and interests to surface.

Many of the types of activities used had been suggested in the literature as means to motivate students in reading. For example, Manna (1984), Galda (1982), and Morrow (1985) wrote of play reading and role acting as important activities that improved the concept of the story structure and the overall comprehension of reading material for the students.

Frick (1986) wrote that story sharing was very motivating for the students. The writer found this to be true in that not only did the students enjoy making presentations but they also looked forward to seeing their classmates present their work.

McClure (1982) wrote that any reading program should be integrated into the other language arts areas. The activities selected by the students covered the areas of listening, speaking, reading and writing. The writer also was able to integrate the recreational reading program and the computer literacy program objectives. The students were completely at ease with all of the functions of the word processor program and the data base program used throughout the implementation period. Many students were able, for the first time, to

use the computer as a tool to assist them in their work. Some of the programs used by the students were The Print Shop, The Newsroom, The Bank Street Writer, Mindscape Crossword Magic, Scholastic Rebus, and MECC teacher utilities.

The writer believed that becoming familiar with the public library and being knowledgeable and comfortable in the library would make it easier for the students to use the library. These beliefs were supported by several authors who spoke of the value and importance of the library for students. Restrepo (1988) found success in the creation of the type of environment such as is found in the library. Means of inviting reading activities included bulletin boards reflecting various literary aspects, a book lending program and a quiet atmosphere. Schaudt (1983) also wrote of the importance of a place as well as the time for students to read.

Reed (1988) wrote of the importance of public library resources in a community. She felt that it was a major responsibility of parents and teachers to make sure that books were plentiful and would address the varied interests of young people. Reed felt that it was important for adolescents to visit the library and become familiar with the services offered. She listed skill areas she felt that young people should have.

These included how to find and use various reference materials, how to use the card catalog or microfilm catalog, where to find both fiction and nonfiction books, how to check out books, and which librarian to ask for help. She felt that students did not use the public library because they had difficulty in locating materials and were unwilling to ask for assistance.

Wilson and Abrahamson (1988) found that students would generally read only books that they liked and understood. If we, as teachers, exposed our students to books that other students had enjoyed, we would have increased their knowledge and their literary foundation. The writer agreed and encouraged the students to use the information in the data base fields to look for books recommended by others and to take these books out from the library.

The writer felt that integration with other subject areas would make independent reading more meaningful for the students. This belief was supported by the work of Kreigh (1986), who wrote of a successful reading / library program based upon a theme. Successful strategies included decorations, book displays, projects, activities and games related to reading, and the integration of other materials, such as computer software, films, records, etc., with reading.

McVitty (1985) wrote that all children were different. He felt every child had a different combination of interests, abilities, backgrounds and needs. As educators, we also know that children learn in different ways, at different speeds, and to differing degrees. A wide range of alternative resources for learning must be available to satisfy the requirements of all of the students. Mc Vitty felt that books and print materials were the start. The purpose of the library was to cater to these different interests and abilities.

Mc Vitty felt that co-operation with the librarian would insure that the time spent by the students would be well spent. He suggested that the librarian be invited to share in the instructional program by advising the students on the use of library resources, assisting in resource based teaching and learning activities, and by introducing and sharing books with children. The writer found that these types of activities were successful. She agreed with McVitty that the librarian was instrumental in motivating the students to use the library and found that the students did not hesitate to ask questions once they knew someone to ask.

There were two major unanticipated outcomes of this

practicum project. The first was a spirit of co-operative learning that surfaced among the students. Without any input or encouragement from the writer, the students began sharing their talents and working together on their book presentations and projects from the beginning of the program. The writer found, for example, that artistic students were illustrating reports for others, that outgoing students were performing in plays and skits written by reserved students, and that small groups of students would critique each other's work and assist each other with revisions. The writer was especially pleased to see co-operation between students in different rooms and at different grade levels.

The second unanticipated outcome was the extent to which the reading program became integrated with other subject areas. The classroom teachers reported that the students were interested in reading in the subject areas as well as in fiction. The data base showed that many students recommended subject area books to the others as interesting reading material.

In conclusion, the practicum showed that an activity based program, the availability of reading materials, familiarity with library routines and procedures, and the inclusion of students in the

planning process led to independent reading by the students. The writer found that students would choose reading as a leisure activity if they were encouraged to do so and if the materials and time to read were available to them. The students had been involved in the planning process from the beginning of the implementation period and felt that they were in control of their activities and their learning. The writer felt that this contributed to the motivation of the students throughout the program.

Recommendations

The writer had three recommendations based upon the results of the practicum. The first was that, in order to make reading an important aspect of the students' lives, reading must be perceived as important by the students. Teachers and parents must, first of all, read themselves. Young people will imitate behaviors seen in the adults close to them. Next, we as teachers and parents must create an atmosphere that is conducive to reading, provide appropriate reading materials, and allow students the time to read.

The second recommendation was to begin this type of unit of study using the students' prior knowledge and realm of experiences. Young people are usually

apprehensive when beginning something new. Starting with what they already know will make them comfortable at the beginning of a project and more confident of their abilities when facing unfamiliar subject matter or activities.

The third recommendation was to include students, especially middle and upper grade students, in the planning of lessons and activities. Interested and motivated students will make far more progress than will unmotivated students. The writer found that it was hard for the students not to be motivated in activities of their own planning. Planning and implementing successful programs will increase the students' internal motivation and will develop their co-operative learning and leadership skills.

Dissemination

The results of the practicum will be shared in three ways. Recreational reading was part of the weekly curriculum for every grade level at the writer's school. The writer planned to share the goals and objectives, solution strategy, and results of the practicum with her co-workers. The writer and the students involved in the program would be available to assist other classrooms in planning and developing similar programs.

Secondly, the writer often participates in inservice programs for educators. She plans to continue to do so and will submit proposals to future conferences for presentations based upon the experiences and results of this practicum.

Finally, the writer planned to write articles for publication. She will research reading periodicals, send query letters, and submit articles based upon the positive results received in this practicum.

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APPENDIX A

SURVEY OF STUDENT ATTITUDES TOWARD READING

SURVEY OF STUDENT ATTITUDES TOWARD READING

1. Sex

2. Age

3. Grade

4. What do you do when you have reading time in your classroom?

a) I do not have reading time in the classroom.

b) I do not read during reading time.

c) I read some of the time.

d) I read most of the time.

e) I read all of the time.

5. Do you usually have a book ready to read?

a) Never b) Sometimes c) Usually d) Always

6. When you have free time at school, do you read?

a) Never b) Sometimes c) Usually d) Always

7. What kind of books do you like to read?

8. Name a book you liked reading.

9. Do you like to read newspapers?

a) Yes b) No c) Sometimes

10. Do you like to read magazines?

a) Yes b) No c) Sometimes

11. How much time do you spend reading at home everyday?

12. How much time do you spend watching TV everyday?

13. Do you ever take books out from the public library, the school library, or your classroom library?

14. If you were the teacher, what would you tell your class about reading?

15. If you were a parent, what would you tell your child about reading?

APPENDIX B

LIBRARY KNOWLEDGE SURVEY

LIBRARY KNOWLEDGE SURVEY

1. Do you have a library card?

2. How many times have you been to the library in the past month?

3. How many books have you taken out in the past month?

4. Do you know how to locate materials in the library?

5. Do you know how to use the card catalog?

APPENDIX C

STUDENT READING LOG

STUDENT READING LOG

DATE	TITLE OF BOOK	AUTHOR	SUBJECT

APPENDIX D

STUDENT DATA BASE FIELDS

STUDENT DATA BASE FIELDS

Title:

Author:

Student Author (Y or N):

Type of Book:

Main Characters:

Fact or Fiction:

Number of Pages:

Recommended (Y or N):

Book available from:

Follow-up activities:

APPENDIX E

BOOK REPORT FORMS

BOOK REPORT FORMS

Book Report Form for Adventure Story

Title:

Author:

Describe a conflict that occured in the story.

Explain a "sub-adventure" that took place in the story.

Were the characters in the story prepared for adventure? If so, how were they prepared? If not, how could they have been prepared?

Do you think the adventure in the story was realistic? Why or why not?

Would you recommend this book to other students? Why or why not?

Book Report Form for Animal Fiction Stories

Title:

Author:

Tell the who, what, when, and where of the story.

Summarize the plot.

What kinds of human qualities do the animals have?

Add another animal to the story. What role might it play?

Would the animal in the story make a good pet? Why or why not?

Book Report Form for Biographies

Title:

Author:

List five events that were important in the person's life.

Explain why this person is remembered.

What are some of the qualities this person had? Give some examples.

Would this person have made a good friend? Why or why not?

If this person were alive today, what kinds of things might he or she contribute to the world?

Book Report Form for Choose Your Own Adventure Stories

Author:

Title:

List the main characters and tell something about each one.

Select one of the stories and summarize the plot.

Compare two of the endings in the book. How were they alike and different?

There were several different endings in this book. Which do you think was the most realistic? What made it realistic?

Which was your favorite story? What did you like about this story?

Book Report Form for Fairy Tales

Title:

Author:

Identify the good characters in your story. Give some examples of their good deeds.

Identify the "bad" or "evil" characters in the story. Give examples of their evil deeds.

Which of these elements of a fairy tale did you find in your story?

a) struggle between good and evil
b) the little guy outwitting the big guy
c) many trials with happiness at the end

Take the villian's point of view and tell how he or she feels about what happened in the story.

Which was your favorite character? Why?

Book Report Form for Historical Books

Title:

Author:

Which historical character or what historical event is the focus of this story?

Describe the time in which the story took place.

Describe the setting in which the story took place.

What impact did this character or event have on society?

Describe a conflict in the story. How was it resolved?

Book Report Form for Humorous Books

Title:

Author:

List the main characters in the story and briefly describe them.

Describe a humorous event in the story. Tell why you thought it was funny.

What kinds of situations make this story humorous?

Write another short humorous episode for this story.

Did you enjoy this story? Why or why not?

Book Report Form for Poetry

Title:

Author:

Which was your favorite selection? Why did you enjoy this selection?

Describe the setting of one of the selections.

Compare two different styles of poetry.

Select one selection and tell what emotion it brings to you. Give an example.

Why do you think this material was considered worthwhile enough to be published?

Book Report Form for Mystery Books

Title:

Author:

Who was the detective in the story? Describe him.

List the conflicts in the story. How were they resolved?

What were some of the clues that led to the solution of the mystery?

Make a list of events which affected the solution of the mystery.

Was there enough suspense to make the story interesting? Why or why not? Give some examples.

Book Report Form for Non-Fiction Books

Title:

Author:

List five facts you learned from this book.

Select something from the story you thought was interesting. Write a paragraph explaining it.

Do you think the title was appropriate for the book? Why or why not?

Create five trivia questions relating to the topic you read about. Give the answers.

Would you recommend this book to others? Why or why not?

Book Report Form for Science Fiction

Title:

Author:

Make a list of futuristic characters and events found in this story.

Summarize the most dangerous or exciting part of the story.

Describe the main events of the story.

Why is this book considered science fiction?

Do you think any part of this story could really happen in the future? Why or why not?

Book Report Form for Sports Books

Title:

Author:

Select a sport or an athlete from your book and list three interesting questions and answers for sports trivia.

What are the requirements necessary to be a successful athlete?

Make up a schedule of a typical day in an athlete's life.

What is your opinion of the high salaries received by athletes?

Would you recommend this book to other students? Why or why not?

Book Report Form for Any Book

Title:

Author:

List five major events in the story in chronological order.

Find five adjectives that helped create the mood of the story.

Compare the way one of the characters thinks and acts at the beginning of the story with the way he or she thinks and acts at the end.

Summarize a conflict in the story. How was it resolved?

Did you enjoy this story? Why or why not?

Book Report Form for Any Book

Title:

Author:

List the who, what, where, and when of the story.

Describe the setting in detail.

List three facts and three opinions from the story.

Would the main character make a good friend? Why or why not?

Summarize the ending of the story.

APPENDIX F

LIBRARY SKILLS UNIT OUTLINE

LIBRARY SKILLS OUTLINE

LESSON 1. INTRODUCTION TO THE LIBRARY

A. School Library / Public Library
   1. Hours of operation
   2. Checking out books
   3. Returning books
   4. Other materials available
   5. Library behavior
   6. The librarian

B. School / Public Library Floor Plan

C. Library Arrangement
   1. Fiction / Nonfiction
   2. Reference materials
   3. Classification of Books

D. Introduction to the Card Catalog

E. Follow up activities

LESSON 2. THE CARD CATALOG / MICROFILM CATALOG

A. Using the card catalog

1. Explanation of card catalog
2. The outside guides
3. The inside guides
4. Author, title, and subject cards
5. Cross reference cards
6. Analytic cards (subject, author)
7. Cards for nonbook materials

B. Locating information in the card catalog

C. Independent activities

D. Using the microfilm catalog

1. Explanation of microfilm catalog
2. Comparison with card catalog
3. The outside guides
4. The inside guides
5. Locating information by author, title, or subject

E. Independent activities

LESSON 3. REFERENCE MATERIALS

A. Dictionaries

1. Using the dictionary

2. Many uses of a dictionary

3. Different types of dictionaries

B. Encyclopedias

1. Using the encyclopedia

a. How the encyclopedia is arranged

b. How to use the index / cross references

c. How to use guide words

d. How to choose key words

e. How to use illustrations, charts, graphs, maps, etc.

C. Encyclopedias available

1. School library

2. Public library

D. Independent activities

LESSON 4. REFERENCE MATERIALS

A. Almanacs

1. Types of information found
2. Arrangement of information
3. How to use the index to locate information
4. How to choose key words
5. When to use almanac rather than encyclopedia

B. Atlases

1. Types of information found
2. Arrangement of information
3. Kinds of maps
4. Special features of atlas
5. Copyright date

C. Independent activities

LESSON 5. REVIEW

A. Review previous four lessons

B. Design chart to compare reference materials

C. Review floor plans and location of reference materials

LESSON 6. NONBOOK LIBRARY MATERIALS

A. Overview of nonbook materials in public library
   1. Magazines
   2. Records
   3. Picture file
   4. Computer software
   5. Video tapes

B. Loan procedures for nonbook materials

C. Independent activities

LESSON 7. LIBRARY RESOURCES

A. Public library special programs

1. Story hour
2. Summer reading program
3. Book / discussion club
4. Computer club
5. Reading contests
6. How to participate in special programs

B. Public library special events

1. Book sales
2. Book fairs
3. Special seminars, talks, discussion groups

C. Review for test

LESSON 8. LIBRARY SURVEY / SKILLS TEST

APPENDIX G

CERTIFICATE OF READING ACHIEVEMENT

CERTIFICATE OF READING ACHIEVEMENT

AWARDED TO

1989

APPENDIX H

LIBRARY KNOWLEDGE SURVEY AND SKILLS TEST

LIBRARY KNOWLEDGE SURVEY AND SKILLS TEST

Library Knowledge Survey

1. Do you have a library card?
2. How many times have you been to the library in the past month?
3. How many books have you taken out in the past month?
4. Do you know how to locate materials in the library?
5. Do you know how to use the card catalog?

Library Skills Test

Circle the letter of the correct answer.

1. In a library the nonfiction books are arranged on the shelf: a. alphabetically by the author's last name b. by call numbers c. alphabetically by the first word of the title.

2. Nonfiction books are: a. books which contain facts and information b. stories which the author has imagined c. not listed in the card catalog.

3. In a library fiction books are arranged on the shelf: a. alphabetically by the author's last name b. by call numbers c. alphabetically by the first word of the title.

4. A book called Mystery of the Secret Cave would most likely be: a. nonfiction b. biography c. fiction.

5. An autobiography is: a. a list of books b. the story of a person's life written by himself c. the story of a person's life written by someone else.

6. To look for a book written by John Charles Smith in the card catalog or the microfilm catalog, you should look under: a. the letter J b. the letter C c. the letter S.

7. To look in the card catalog or the microfilm catalog for a book with the title The Big Day you should look under: a. the letter T b. The letter B c. the letter D.

8. To look for a book about tennis in the card catalog, you should look between the guide cards: a. T - Tarkington b. Telegraph - Tigers c. Tools - Tunis.

Number these fiction titles and authors in the order in which they should appear on the library shelves.

9.___ Smith, Susan. My Favorite Kind of Day

10.___ Sands, Peter. Frank and the Space Men

11.___ Jones, John. The Spooky House

12.___ Johnson, Mike. The Long Night

13.___ Sills, Jacqueline. Camp Tall Tree

Number these call numbers in the order in which they should appear on the library shelves.

GROUP ONE		GROUP TWO	
14._____	591 S	19._____	358 B
15._____	590 W	20._____	359.007 C
16._____	591 A	21._____	358.9 G
17._____	590 T	22._____	359 A
18._____	594 S	23._____	358.069 F

Look at the chart showing the outside guide labels of eight drawers of the card catalog. In which drawer would you look for the following items? Write the number of the drawer in the blank.

24._____ The book Across the Tracks

25._____ Books by Margaret Bell

26._____ Books about baseball

27._____ A book about Louisa May Alcott

28._____ A book by Jean Bothwell

29._____ The book The Angry Earth

30._____ A book about Africa

31._____ Books about Brazil

32._____ Books about atomic energy

33._____ Books by Curtis Bishop

Look at the chart showing a sample card from the card catalog. Answer these questions.

34. Is this an author, title, or subject card?

35. Who is the author of this book?

36. What is the title of this book?

37. What is the subject of this book?

38. Who is the illustrator of this book?

39. Who is the publisher of this book?

40. What is the copyright date of this book?

41. How many pages does it have?

42. What is the call number?

Complete the following statements.

43. There are two kinds of dictionaries in most libraries, abridged and unabridged. The _____ dictionary is a large dictionary which contains nearly all of the words in a language.

44. The _____ dictionary is smaller and contains only the most commonly used words.

45. Most encyclopedias have their subjects or articles arranged in _____ order.

46. If you were using Compton's Encyclopedia, this reference in the index, D-462-7, would mean you should look for _____.

47. An almanac is published _____.

48. The chronology section of an almanac contains _____.

49. An atlas is a reference book which contains _____.

50. Name one other type of information found in an atlas._____.